The Predictive Value of Emotional Intelligence: using Emotional Intelligence to Predict Success in and Satisfaction with Romantic and Friendship Relationships and Career

andrea Adams Colburn

College of William & Mary - Arts & Sciences

Follow this and additional works at: https://scholarworks.wm.edu/etd

Part of the Social Psychology Commons

Recommended Citation


https://dx.doi.org/doi:10.21220/s2-hp2d-yj13

This Thesis is brought to you for free and open access by the Theses, Dissertations, & Master Projects at W&M ScholarWorks. It has been accepted for inclusion in Dissertations, Theses, and Masters Projects by an authorized administrator of W&M ScholarWorks. For more information, please contact scholarworks@wm.edu.
THE PREDICTIVE VALUE OF EMOTIONAL INTELLIGENCE:
USING EMOTIONAL INTELLIGENCE TO PREDICT SUCCESS
IN AND SATISFACTION WITH
ROMANTIC AND FRIENDSHIP RELATIONSHIPS AND CAREER

A Thesis
Presented to
The Faculty of the Department of Psychology
The College of William and Mary in Virginia

In Partial Fulfillment
Of the Requirements for the Degree of
Master of Arts

by
Andrea Adams Colburn
1997
This thesis is submitted in partial fulfillment of

the requirements for the degree of

Master of Arts

Author

Approved, July 1997

Greg Feist, Ph.D

Kelly Shayer, Ph.D

Connie Pilkington, Ph.D
DEDICATION

This paper is dedicated to my parents because without their support, both emotional and financial, I could never have achieved as much; and to my sister who has been patient with me throughout my, sometimes stressful, graduate career. This paper is also dedicated to my husband, who has faithfully supported me, even from afar, as I wrote; and to his family who has offered me encouragement and words of wisdom to help me through my degree.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>v</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>vi</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>vii</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>2</td>
</tr>
<tr>
<td>HYPOTHESES</td>
<td>17</td>
</tr>
<tr>
<td>METHOD</td>
<td>18</td>
</tr>
<tr>
<td>RESULTS</td>
<td>24</td>
</tr>
<tr>
<td>DISCUSSION</td>
<td>28</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>35</td>
</tr>
<tr>
<td>APPENDICES</td>
<td>48</td>
</tr>
</tbody>
</table>
ACKNOWLEDGEMENTS

The writer wishes to thank Professor Greg Feist, her advisor, for his endless support and countless editings throughout the writing of this paper. The writer also wishes to acknowledge Professors Constance Pilkington and Kelly Shaver for their willingness to read and offer their expertise for further improvements of this manuscript.
LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Predictors of Satisfaction (Satisfaction with Life Scale)</td>
<td>40</td>
</tr>
<tr>
<td>2. Predictors of Academic Success (Achieving Tendency Scale)</td>
<td>41</td>
</tr>
<tr>
<td>3. Predictors of Relationship Success (Length of Relationship)</td>
<td>42</td>
</tr>
<tr>
<td>4. Predictors of Academic Satisfaction (Rusbult’s Equation)</td>
<td>43</td>
</tr>
<tr>
<td>5. Predictors of Friendship Commitment (Rusbult’s Equation)</td>
<td>44</td>
</tr>
<tr>
<td>6. Descriptive Statistics : Gender Differences (Interpersonal Reactivity Index)</td>
<td>45</td>
</tr>
<tr>
<td>7. Intercorrelations between emotional intelligence measures and relationship success and satisfaction</td>
<td>46</td>
</tr>
<tr>
<td>8. Gender Differences in Balance between Relationships and Career</td>
<td>47</td>
</tr>
</tbody>
</table>
ABSTRACT

Cognitive intelligence has been shown to be an inadequate predictor of later success. Many researchers have proposed that other types of intelligence may be important, as well, in determining who will succeed in life. The purpose of this paper was to examine the potential for various measures of emotional intelligence (global constructive thinking a subscale of the Constructive Thinking Inventory, Empathic concern and Perspective taking subscales of the Interpersonal Reactivity Index, and total accuracy for identification of emotions in others, as measured by the Japanese and Caucasian Emotional Expression test) to predict (statistically) various outcomes of relationship and career success. Fifty-eight participants filled out various questionnaires and identified emotions presented to them in the JACFEE slides. A series of multiple regressions were conducted to examine the major questions posed: Can emotional intelligence (EI) predict (statistically) outcomes of success, and which aspects of EI account for the most unique variance in the outcomes? Global constructive thinking was the variable which accounted for the most unique variance in satisfaction with life and achieving tendency. Perspective taking accounted for the most unique variance in the length of the romantic relationship. Accuracy in identifying emotions in others explained a significant amount of unique variance in academic satisfaction and friendship commitment. The results and the implications of the findings are discussed.
THE PREDICTIVE VALUE OF EMOTIONAL INTELLIGENCE:
USING EMOTIONAL INTELLIGENCE TO PREDICT SUCCESS
IN AND SATISFACTION WITH
ROMANTIC AND FRIENDSHIP RELATIONSHIPS AND CAREER
Emotional Intelligence 2

Introduction

What does it mean to be intelligent? For many, verbal, spatial, and mathematical skills come immediately to mind, which is not surprising because these are the skills typically measured by traditional IQ tests. However, a study conducted by Sternberg, Conway, Ketron, and Bernstein (1981) asked participants (both laypersons and experts) to describe an intelligent person, and many of the skills listed involved social adeptness. The concept of interpersonal intelligence is not new. It has been around as long as IQ tests. Early conclusions, however, drawn from research on interpersonal aptitude were fairly weak. The greatest problem came in separating cognitive from interpersonal intelligence. It was unclear to many interested researchers whether interpersonal intelligences would ever be distinguished as something separate from, but related to general intelligence. So many studies were conducted to investigate interpersonal intelligence as its own construct but were unsuccessful at finding supportive results, in fact, that Cronbach (1960) suggested that "enough attempts were made...to indicate that this line of approach is fruitless" (as cited in Salovey & Mayer, 1989-90, p. 188).

One problem with simply giving up on investigations on interpersonal intelligence is that research has shown that intellectual or academic intelligence is not a very accurate predictor of future life success (Epstein & Meier, 1989; Goleman, 1995). Goleman (1995) stated, for instance, that "At best, IQ contributes about 20 percent to the factors that determine life success, which leaves 80 percent to other forces" (p. 34). Eighty percent leaves a lot to be desired in predicting success in life and love. Several theorists (Epstein, 1990; Feist & Barron, 1996; Gardner, 1983; Goleman, 1995) have proposed that perhaps there are multiple forms of intelligence that are somewhat related to, but separate from, cognitive intelligence that also
Emotional Intelligence 3

impact an individual's ability to succeed in various aspects of life.

Emotional intelligence (EI) is one of the more specific forms of intelligence and it involves an ability to recognize and think about emotions (Mayer & Salovey, in press). Mayer and Salovey (in press), define emotional intelligence as:

... the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth. (p. 6)

Mayer and Salovey (in press) then divide emotional intelligence into four distinct abilities: 1) the perception, appraisal, and expression of emotion (i.e., the ability to identify emotions expressed in others, and in oneself); 2) the facilitation of thinking; (i.e., one's ability to think about multiple emotional states and therefore, to consider multiple perspectives in a situation); 3) the regulation of emotions (i.e., the ability to empathize with another's emotions, as well as the ability to cope with personal emotions as they are experienced); and 4) the understanding and analyzing of emotions (i.e., one's ability to understand similarities and differences between emotional states (such as levels of intensity) and the ability to link emotions to the situations that caused them to occur). These emotional intelligence skills are useful in many aspects of human relations, ranging from interactions with strangers and colleagues at work, to good friends, and to romantic partners. "Much evidence testifies that people who are emotionally adept...are at an advantage in any domain of life" (Goleman, 1995, p. 36).

One major criticism has been leveled against labeling emotional intelligence an intelligence. Scarr (1989) suggests the term emotional intelligence is an attempt to have society
Emotional Intelligence 4

put value on characteristics other than cognitive abilities by making these abilities appear more
intellectual than they truly are. Mayer and Salovey (1993) argue that the skills associated with
the construct of emotional intelligence are, in fact, mental abilities rather than just personality
characteristics. They feel that their definition of emotional intelligence "combines the ideas that
emotion makes thinking more intelligent and that one thinks intelligently about emotion." (Mayer
& Salovey, in press, p.3).

Mayer and Salovey (1993) also take issue with the commonly held notion that research in
social intelligence has yielded very little information that is distinct from various personality
characteristics and general intelligence. They argue that there is potential for emotional
intelligence to have more discriminant ability from these other constructs (i.e. personality
characteristics and general intelligence). In a more recent article (Mayer & Salovey, in press),
these authors state that in order for a skill to be considered an intelligence, it must correlate with
other intelligences, but not so completely as to appear to be measuring the same intellectual
skills. Emotional intelligence uses information about emotions, both in the self and in others, to
guide one's behavior, whereas the definition of social intelligence has been so vaguely defined
that it is difficult to separate it from general intelligence (Mayer & Salovey, 1993). In support of
their proposition of a unique intelligence, these authors even suggest that the neural connections
and pathways that involve emotional intelligence may be different from those involved in strictly
cognitive abilities.

All of the elements of emotional intelligence show evidence of individual differences in
aptitude (Salovey & Mayer, 1989-90). The present paper will attempt to examine the ability of
three aspects of emotional intelligence (perception and appraisal of emotion, facilitation of
Emotional Intelligence thinking by emotion, and regulation of emotion) to predict success and satisfaction in relationships and career. In general, this study will examine whether there is a strong relationship between emotional intelligence and the level of success and satisfaction with interpersonal relationships, career, and life in general. In this study, the word predictor is used in the statistical sense only, as “predictors” and “outcomes” were measured at the same time. Further longitudinal research will need to be conducted to assess whether these measures are truly predictors at an applied level.

Predictor of Success: Recognition of emotion in self and others.

Carl Rogers (1989) has written a great deal about the importance of empathy in human relationships. In order for empathy to be present, Rogers believes certain conditions must be met. The first condition is that the individual who is attempting to be empathic is genuine with the other person. There must be "congruence" between what the individual says to another, and what the individual is actually feeling; otherwise, the other person is likely to perceive that the empathizer is not being genuine and may fail to develop the trust necessary for self disclosure (Rogers, 1989). Second, the empathizer must establish empathic understanding of the other’s full experience so that the empathizee is aware that his or her feelings and emotions are understood (Rogers, 1989). The accurate perception of emotional expression in oneself and in others is a fundamental step in achieving empathy. In order to accomplish the condition of being genuine with another, it is crucial that the empathizer be able to recognize and express his or her own emotions accurately. In order for another to experience feelings of empathy, it is necessary that the empathizer is able to recognize the other’s emotions and respond in such a way that it is appropriate to the situation, and makes it clear that the empathizee has been understood. Thus,
"Empathy may be a central characteristic of emotionally intelligent behavior" (Salovey & Mayer, 1989-90, p.194)

The ability to express to the empathizee that he or she has been accurately heard and understood are crucial for the establishment of empathy, and hence emotional intelligence. Moreover, Ridge (1993) suggests that there are certain skills, beyond the actual listening process that a listener must display to a speaker, in order for the speaker to know that he or she has been heard: "asking questions; giving appropriate feedback commensurate with the speaker; responding in consonance with speaker/situation/mood; withholding her response until the speaker is finished; paraphrasing and checking back for understanding" ( p. 7). Ridge (1993) goes on to suggest that the failure to display some of these skills may make the speaker feel not only misunderstood, but ignored. Thus, an individual who cannot recognize the emotions displayed by another and is unable to express empathy, will be unable to maintain a lasting social connection with the other, and therefore will be considered lacking in emotional intelligence skills.

In order to create an empathic bond, it is necessary to recognize two forms of emotional expression the empathizee may be using: verbal and nonverbal. Although the expression of emotions can occur verbally, it often occurs nonverbally. "One rule of thumb used in communications research is that 90 percent or more of an emotional message is nonverbal" (Goleman, 1995, p. 97). The ability to detect emotions in others helps one to remain in sync and, thereby, allows communication to occur smoothly (Goleman, 1995). If a listener ignores the nonverbal expressions of emotion, listening only to what the other is saying, he/she may miss important mixed emotional messages that are being sent and, therefore, may not respond in a way
that conveys true understanding. Those individuals who are better able to detect differences in nonverbal behavior will be able to react more appropriately and more empathically, and through the managing of emotions in others, will be more socially competent.

Research in non-verbal communication has shown that men and women tend to exhibit different types of non-verbal communication, some of which may impede or enhance feelings of intimacy and understanding in a relationship. Women often are more talented both at expressing their emotions and picking up on the unspoken emotions of others. Women also tend to use more eye contact during conversations with others than men. Finally, researchers have found that men tend to require more personal space when interacting with others, which could impact emotional closeness (Doyle, 1985). The combination of these differences may make it more likely that women, as compared to men, will have enhanced emotional relationships.

**Predictor of Success: Emotion’s Facilitation of Thinking.**

Mayer and Salovey (in press) suggest that our ability to experience emotions "on demand" (p. 8) can help us not only to interact empathically with those around us, but also enhances our general decision making skills. Our ability to visualize the sorts of emotions that might follow a particular life decision enables us to eliminate potentially disastrous choices before they are actually experienced (Mayer & Salovey, in press). Salovey and Mayer (1989-90) also suggest that our emotions can facilitate our thinking about a problem by helping us to focus on the most important and relevant aspects of the problem at hand. In other words, our emotions can direct our attention in such a way as to eliminate certain peripheral solutions by guiding us to examine the most important aspects of a problem.

Mayer and Salovey discuss the role of the limbic system in using emotions to facilitate
Emotional Intelligence 8

thinking and state that one possible reason alexythimics (individuals who cannot verbalize their emotions) seem cut off from emotional experience is because there is damage to the pathway from the limbic system to the neocortex (Mayer & Salovey, 1993). Research has shown that individuals who have damage to the amygdala, although retaining the level of IQ present prior to the damage, tend to make very poor decisions in life. Damasio (as cited in Goleman, 1995) suggests that the reason these individuals make such poor decisions is that they no longer are able to take advantage of the "emotional learning" (p.28) that was once available to help guide their decisions based on what has worked and been enjoyable in the past. Damasio goes so far as to say that "feelings are typically indispensable for rational decisions; they point us in the proper direction, where dry logic can then be of the best use" (as cited in Goleman, 1995, p. 28).

Clinicians and cognitive psychologists have also argued that one's emotional state can influence one's cognitive ability. Bower (1991) has proposed a network theory that explains the connection between a person's mood and his thinking about a particular object or event and the positive or negative evaluation of that object or event that results. Bower suggests that one's current mood will impact thinking about a concurrent event. "...His emotional state will bring into readiness certain perceptual categories, certain themes, certain ways of interpreting the world that are congruent with his emotional state; these mental sets then act as interpretive filters of reality and as biases in his judgments" (Bower, 1983, p. 395, as cited in Bower, 1991, p. 32).

Schwarz and Bless (1991) have proposed that whether one is in a positive or negative mood will influence the amount of effortful cognitive analysis one is likely to perform in evaluating an object, person, or event. These researchers feel that the purpose of emotions is to act as a signal that some action needs to be taken. Further, because people typically enjoy a
positive mood, it is unlikely that a positive mood will signal the individual to attempt to change the situation or to make the individual feel that a detailed analysis of the situation is warranted. "If positive affective states inform the individual that his or her personal world is an OK place, the individual may see little need to engage in cognitive effort, unless this is required by other currently active goals" (Schwarz & Bless, 1991, p. 59). Any judgments made while in a positive mood, then, will be made without much cognitive work, and may or may not be adequate. Furthermore, these theorists point out that a positive mood will facilitate creativity because excessive logical cognitive analyses will not be undertaken, which will allow for more freedom in imagination. When a negative mood is experienced, however, Schwarz and Bless feel that the individual gives the emotional signal more attention and is more likely to carefully analyze any situations or judgments that may be necessary. In short, the amount of processing utilized by the individual will be affected by his or her mood.

Other theorists say that negative moods may, in certain circumstances, have the opposite effect. In those suffering from depression, thinking and decision making may be slowed because the person begins to fixate on negative thoughts in a ruminating manner from which he/she are unable to escape. (Rehm & Tyndall, 1993) Thus, in some instances, a negative mood may decrease one's ability to process events cognitively.

The ability to detect and label personal emotions as they are occurring is called "self-awareness" (Goleman, 1995). In order for an individual to be able to regulate the emotions he or she experiences, he or she must first be aware of the emotions he or she would like to change or maintain (Goleman, 1995); he or she can then either utilize these emotions to achieve a goal or take steps to alter his or her mood to one appropriate to the goals at hand.
Goleman suggests that women tend to experience and perceive emotions (either positive or negative) in themselves more often than men. Doyle (1985) also points out that women are often socialized to self-disclose more with others and to express and look for the expression of other’s emotions. These abilities could be either harmful or beneficial to women, depending on whether a woman allows herself to be an individual who recognizes the emotions in herself and simply accepts them as they come or is self-aware and attempts to regulate emotions actively (Goleman, 1995). Because emotions can facilitate or impede one’s thinking about objects and events in a particular, not necessarily healthy way, it is clear that measuring the ability to regulate emotions in such a way that will enhance cognition may have some value for predicting an individual’s satisfaction with life and his general mental health.

**Predictor of Success: Regulation of Emotion.**

Although emphasizing the importance of cognitive intelligence, O’Reilly and Chatman (1994) suggested that if cognitive levels were equal, differences in the level of motivation could account for differences in career success. It is hypothesized that in the present study, there will be a positive relationship between one’s motivation level and one’s objective success, because as O’Reilly and Chatman suggest, high motivation can make up for less cognitive ability.

One can harness emotions in order to increase creative thought, delay gratification and motivate goal achievement. Looking at the same problem while experiencing different emotions can increase the number of potential solutions because different emotions stimulate different memories and thoughts and, therefore, different ways to deal with situations that may arise (Salovey & Mayer, 1989-90). The ability to regulate the emotions currently being experienced is considered to be an emotionally intelligent skill.
Humans are able to maintain a particular emotional state, or they may take steps to alter this state if it is unpleasant (Mayer & Salovey, in press). Goleman (1995) suggests that much energy is expended in the regulation of emotion. Often certain negative emotions, such as anger, can be regulated by using techniques such as looking at the source of one's anger from another perspective or doing something that makes one feel good until the body has had time to "cool off" (Goleman, 1995). The effective utilization of these techniques signals an emotionally intelligent individual. There are, of course, tremendous individual differences in such skills. Some people are quite capable of regulating their emotions, whereas many others are not.

A related concept to the regulation of our emotional experience, although not necessarily considered an emotionally intelligent skill, is the regulation of our outward expression of emotion. This ability appears to be a component of self-monitoring. In some interactions, being seen by others as experiencing certain emotions or not can be as effective as actually experiencing them. There are individuals who are extremely skilled at matching appropriate outward expression of emotion to the situations at hand (high self-monitors). There are also those who either do not have such skills or choose not to use them, and simply express the emotions as they are experienced (low self-monitors) (Snyder, 1979). Goffman refers to techniques involving self-monitoring as "impression management strategies" (Snyder, 1979).

He [Goffman] has described social interaction as a theatrical performance in which individuals may have many motives for trying to control the impressions that others receive of them and of the nature of their interaction....Each person in the interaction will attempt to maintain an image appropriate to the current social situation and secure an evaluation from the others that is both pleasant and self-assuring (Snyder, 1979, p.
Many of the theorists who propose that one facet of emotional intelligence is the ability to recognize one's current emotions might argue that self-monitoring is likely to keep one apart from one’s true emotions and that low self-monitors who are true to their emotions are more emotionally intelligent. However, there are certain skills that accompany the ability to self-monitor. It appears that high self-monitors use impression management techniques consciously because they often look for the use of these techniques during interactions with others. High self-monitors are also often quite good at detecting the expression of emotions in others, taking the perspective of the other, and looking for cues in the environment that might signal that the other is experiencing a particular emotion (Snyder, 1979). "It is often on the basis of information about the social context in which behavior occurs that we can tell truth from deception,...and appropriately mold our reactions to the other individual" (Snyder, 1979, p. 190). Thus, while regulating outwardly expressed emotions might appear on the surface to be somewhat counter to an emotionally intelligent ability, such behavior may actually be an important interpersonal skill.

Predictor of Success: Understanding and analyzing of emotion

The understanding and analyzing of emotion, although not specifically measured in this study, is the final element in Emotional Intelligence. This skill involves one’s ability to think about similarities and differences in emotional states, levels of emotional intensity, and situations which might inspire particular emotions (Mayer & Salovey, in press). Mayer and Salovey (in press) suggests that these skills appear in childhood and continue to grow throughout life.

Mayer and Salovey (in press) suggest three important criteria that research studying
emotional intelligence should strive to meet: 1) The measures should directly assess emotionally intelligent behavior, rather than rely on the participants' descriptions of this type of behavior; 2) the studies should measure some of the four aspects of emotional intelligence as described in their definition (see above); and 3) the studies should either measure one aspect of emotional intelligence as applied to an important outcome, or attempt to connect several aspects in some way.

The present study of the construct of emotional intelligence meets all of the criteria listed above. The study will use a direct measure of one's ability to perceive and appraise emotions through the participant’s identification of various emotions displayed on a computer screen. The facilitation of thinking by emotion and the ability to regulate personal emotions will also be measured directly in that participants will use their emotional knowledge in order to answer questions relating to aspects of emotional intelligence. These three of the four emotional intelligence abilities will be measured and these abilities will then be connected through examining their value, both together and independently, in predicting (statistically) success and satisfaction with interpersonal relationships and career.

Subjective and Objective Outcome Measures of Success and Satisfaction

Researchers like Goleman (1995) believe that emotional intelligence, unlike cognitive intelligence, does not have to remain a fixed characteristic in one's intellectual realm, but rather can be taught and fostered throughout life. Thus, research that examines emotional intelligence as a predictor of life success seems both important and necessary.

Because of the hypothesized importance of the construct of emotional intelligence in determining success in life, and because there are several facets of the construct involved, the
present paper attempts to separate emotional intelligence into three of the four components in order to determine the relative strengths of the three as statistical predictors of relationship, career, and life success and satisfaction. Because there is potential to teach children emotionally intelligent skills that will help them succeed in life, determining the relative strengths of these skills could assist in the development of curricula. There are five outcome variables examined in this study: success in relationships, success in career, the satisfaction with relationships, satisfaction with career, and, finally, overall life satisfaction.

Outcomes of Success and Satisfaction with One’s Career

Researchers have suggested the importance of looking at success both objectively and subjectively. For example, Poole, Langon-Fox, and Omodei (1993) emphasize the need to examine the construct of career success both objectively and subjectively because past research has shown that a person who is successful in the objective sense (i.e., income) may not perceive him/herself to be successful. They also suggest that the relationship between objective success and one’s satisfaction is somewhat unclear. These researchers hypothesized that subjective criteria for success would be more representative of perceived career success than would objective criteria. They found support for this hypothesis. Satisfaction with one’s career was a better predictor of perceived career success than objective measures of success (Poole et al., 1993). The present study will examine extrinsic rewards such as GPA (academic career success) as well as intrinsic rewards, such as satisfaction and commitment, in measuring career success.

Dixon, Dixon, and Spinner (1991) conducted research that looked at the tensions experienced by women who had roles both in the workplace and at home. They hypothesized that sacrificing time in one realm at the expense of another, and particularly, the sacrifices
typically made by women in both arenas, would leave women in a state of "active distress" and put them at risk for health problems. They found support for their hypothesis. Women who made more sacrifices, in career and/or home life, were more at risk for cardiovascular disease. In the present study, it is hypothesized that the more sacrifices that are made to one's academic career and/or one's personal relationships, the less satisfaction that will be experienced overall (As measured by Diener, Emmons, Larsen, & Griffin's 1985 Satisfaction With Life Scale).

Outcomes of Success and Satisfaction in Relationships

Rusbult's (1980) Investment Model for relationships is consistent with interdependence theory which says that people want to maximize their outcomes in their relationships with others. Rusbult (1980a, 1980b, 1983) has suggested that satisfaction with one's relationship (romantic or friendship) is a function of the rewards associated with the relationship, minus the costs incurred by the relationship, keeping in mind the individual's expectation levels for acceptable outcomes. She says that commitment to a relationship is dependent on more than just satisfaction with one's relationship. Also important in determining commitment to a relationship is the quality of one's alternatives to the relationship and the level of investment the individual has made to the relationship. The greater the investment, the more the commitment, even if satisfaction levels are not high. This is especially true if there are no better alternatives in sight. Rusbult (1983) has found that one's commitment level is a good predictor of staying in the relationship. The present study will use Rusbult's measures of satisfaction and commitment to subjectively measure success in a relationship. The length of the relationship, and the number of previous relationships (assuming that many past romantic relationships indicates poor maintenance success) will be used as objective measures of relationship success.
Many studies have examined factors that influence interpersonal success and satisfaction. Davis (1983) found support for his hypotheses that the better a person is at taking the perspective of another, as measured by the Interpersonal Reactivity Index, the better he or she will score on measures of social functioning; however, the more susceptible a person is to feelings of personal distress in a difficult crisis situation, the less successful the person will be in social functioning. Thus, those who are more adept at social functioning should be more successful and satisfied with interpersonal relationships. In the present study, it is hypothesized that perspective taking and empathic concern will be positively related to relationship success and satisfaction, whereas personal distress scores will be negatively related to relationship satisfaction and success.

Davis and Oathout (1987) found that women scored higher on all subscales of the Interpersonal Reactivity Index. They also found when assessing both members of a romantic relationship, that the greater the score on one member’s perspective taking and empathy subscales, the greater the satisfaction level was in the other member of the couple. However, the greater score on the personal distress subscale of one member of the couple, the less satisfaction the other member experienced. Based on Davis and Oathout’s findings, women are hypothesized to score higher on the three subscales of the IRI in the present study, as well.

**Outcome of Satisfaction with Life**

Overall satisfaction with life can only be measured subjectively. Diener, Emmons, Larsen, and Griffin (1985) designed and validated a scale that measures one’s overall satisfaction with life (The Satisfaction with Life Scale or SWLS). They propose that individuals make judgements about their life satisfaction by comparing the characteristics of their lives to some internal standard. “It is important to point out that the judgment of how satisfied people are with
their present state of affairs is based on a comparison with a standard which each individual sets for him or herself” (p.71). The present study we will attempt to determine whether the same variables that predict satisfaction and success in relationships and career also predict one’s overall satisfaction with life.

**Hypotheses**

**Hypothesis 1**

The crux of the present study is to determine which of the three aspects of emotional intelligence measured (the perception and appraisal of emotions, the use of emotions to facilitate thinking, and the regulation of emotion) will best predict career and relationship satisfaction. Because this study is one of the first of its kind, it is primarily exploratory in nature; thus, simultaneous regressions will explore whether emotional intelligence variables predict success and satisfaction outcomes, and which predictors explain the most variance.

**Hypothesis 2**

Women will score higher than men on the IRI subscales measuring empathic concern, perspective taking, and personal distress. This hypothesis will provide a replication of Davis and Oathout (1987).

**Hypothesis 3a**

There will be a positive correlation for all participants, men and women, between success and satisfaction in relationships and their scores on perspective taking and empathic concern (particularly in romantic relationships). Testing this hypothesis will attempt to replicate one of the findings by Davis (1983).

**Hypothesis 3b**
There will be a negative correlation with between scores on the personal distress subscale and measures of relationship success and satisfaction. Testing this hypothesis is an attempt to replicate the findings of Davis (1983).

**Hypothesis 4**

Those participants with high scores on the Achieving Tendency Scale will experience the greatest level of career success and satisfaction because they persist even in the face of failure and finish the endeavors they start (Mehrabian, 1994-95).

**Hypothesis 5**

It is also expected that there will be a positive correlation between Achieving Tendency scores and GPA, because those who are more motivated are likely to have greater success and as O’Reilly and Chatman (1994) suggest, high motivation can make up for less cognitive ability.

**Hypothesis 6**

Finally, the more one feels that he or she is sacrificing in one realm (career or relationships) to succeed in the other, the less will be the overall satisfaction. This hypothesis is based on research by Dixon, Dixon, and Spinner (1991) and Powell and Mainiero (1992).

**Method**

**Participants**

Participants (n = 58) were undergraduate students in the Introductory Psychology class at the College of William and Mary. Participation in this study fulfilled a portion of their introductory course research requirement. Requirements for participation were involvement in a monogamous, romantic relationship with the same individual for at least six weeks and full-time enrollment in college courses.
Materials

Predictor: Constructive Thinking Inventory as a Measure of Emotional Intelligence. One measure of Emotional Intelligence was the Constructive Thinking Inventory (see Appendix A; for validity information see Epstein, 1993). This is a 52-item scale that was constructed to examine experiential intelligence. The scale is made up of various subscales: global constructive thinking, emotional coping, behavioral coping, categorical thinking, esoteric thinking, personal superstitious thinking, and naive optimism. The global constructive thinking subscale (GCT) will be of primary interest in the present study because it encompasses questions from all of the other subscales. Those individuals with higher scores represent better constructive thinkers who are able to remain open minded but exercise critical thinking, deal with stressful situations effectively, and prepare themselves to meet and achieve goals. Items included in the GCT subscale are “I like to succeed, but I don’t get too upset if I fail.” and “When bad things happen to me, I don’t worry about them for very long.” The GCT subscale of the CTI will be used to measure the participant’s abilities to use emotions to facilitate thinking and to regulate his or her emotions.

Predictor: The Japanese and Caucasian Facial Emotional Expression test as a Measure of Emotional Intelligence. A second measure of Emotional Intelligence was the Japanese and Caucasian Facial Emotional Expression test (JACFEE; Matsumoto & Ekman, 1988). Only the Caucasian face slides were used because the sample was primarily Caucasian. This 14-item test was presented in picture form on the computer screen. Participants were presented with a picture of a face bearing some emotional expression. Their first task was to hit the space bar immediately after they recognized the emotion. Then they were presented with a list of possible
emotions from which to select and they were to choose the emotion that was represented on the computer screen. Because this was an unfamiliar task, the first two trials were considered practice, and only the last twelve were considered for analyses. Scoring was based on the participant’s accuracy for identifying the emotion expressed on each slide. All mistakes were coded as ‘0’ and all correct responses were coded as ‘1’. The total accuracy was calculated by summing the values for each response (0 or 1) yielding a possible range from 0 to 12. The JACFEE scores were used as a measure of the participant’s ability to recognize emotions in others.

**Predictor: The Interpersonal Reactivity Index as a Measure of Emotional Intelligence.**

The Interpersonal Reactivity Index (IRI) is a 28-item questionnaire designed to assess empathy multi dimensionally: cognitively and emotionally (see Appendix B; for reliability and validity information see Davis, 1980). The scale is further divided into four subscales each of which measures a different aspect of empathy: empathic concern, perspective taking, personal distress, and fantasy. Following the methodology of Davis and Oathout (1987), the subscales measuring "perspective taking, empathic concern, and personal distress" (p. 399) taken from the Interpersonal Reactivity Index were used to examine participants’ cognitive ability to empathize, and their tendency to react emotionally (in a positive sense in the case of empathic concern, and in a negative sense in the case of personal distress). Items included in the questionnaire were “When I’m upset at someone, I usually try to ‘put myself in his shoes’ for a while”; “I often have tender, concerned feelings for people less fortunate than me”; and “I tend to lose control during emergencies.” The empathic concern and perspective taking subscales of the IRI were used to measure the recognition of emotion in the self and others, and emotion’s facilitation of thinking.
Outcome: Relationship success and satisfaction. Participants answered several questions about the length and quality of their current relationship, as well as the number of other relationships they have had in the past five years. This information served as a measure of their past and current relationship success (personal communication, Pilkington, 1996; See Appendix C). Rusbult's Investment Model for relationships, a 16-item measure was used as a predictive measure of satisfaction and continued success in the current relationship (See Appendix D; for reliability and validity information of Rusbult's Investment Model see Rusbult, Johnson & Morrow, 1986). Scoring for satisfaction was based on the formula: Satisfaction = Rewards - Costs. Thus, the more positive characteristics associated with the relationship and the less negative characteristics associated with the relationship, the greater the satisfaction. Scoring for commitment was based on the formula: Commitment = Satisfaction - Alternatives + Investments. Thus, the higher the satisfaction, the worse the alternatives to dating the current partner, and the more investments the participant has made in the relationship, the greater the commitment. Some examples of items included in this measure are: "How costly is this relationship?" (on a scale of 1-9); or "In general how appealing are your alternatives [to this relationship]?" (on a scale of 1-9) (Rusbult, 1983, p. 106). Finally, participants filled out the 10-item relationship satisfaction subscale of the Dyadic Adjustment Scale (Spanier, 1976). This subscale assesses how frequently termination of the relationship is considered and how happy one is with the relationship, and served as a measure of satisfaction with the current romantic relationship (See Appendix E; for reliability and validity information on the Dyadic Adjustment Scale see Spanier, 1976). Some sample items from the satisfaction subscale include: "In general, how often do you think that things between you and your partner are going well?" (all the time to never); and How
often do you and your partner quarrel?" (all the time to never) (p. 27).

Success and satisfaction in a friendship relationship were also measured with a series of questions similar to those asked about romantic relationships to assess how long the friendship with their best friend has lasted, how satisfied they are with their best friend relationship, and how committed they are to continuing the relationship (personal communication, Pilkington, 1996; see Appendix F).

**Outcome: Life satisfaction.** As a measure of life satisfaction, participants filled out the 5-item Satisfaction With Life Scale (Diener, Emmons, Larsen & Griffin, 1985; See Appendix G; for validity information see Diener et al., 1985). Sample items included "In most ways my life is close to my ideal" (p. 72) and "If I could live my life over, I would change almost nothing" (p. 72).

**Outcome: Career success and satisfaction.** Under the assumption that school is an analogue for a later career, "career success" was objectively measured by the participants’ estimated overall GPA (See Appendix H). An adapted version of a question used in the research of Poole et al. (1993) was used to measure the participant’s perceived success in relation to his or her previous expectations: "How do your achievements [in academics] compare with your expectations of [a few years ago]?" (p. 45) and rated on a scale of "5= I have been surprisingly successful to 1= I thought I would do much better" (p. 45), (see Appendix H). A predictive measure of potential future career success was obtained by responses to Mehrabian’s (1994) Achieving Tendency Scale (See Appendix I; for reliability and validity information see Mehrabian, 1994)) which measures a desire to succeed and one’s persistence, even in the face of failure. Some items included statements such as "I take pride in my work." Or "I believe that if I
try hard enough, I will be able to reach my goals in life" (p.6). Mehrabian’s Achieving Tendency Scale essentially measures one’s motivation to achieve, and has been associated with high performance in one’s endeavors (Mehrabian, 1994-95). An adapted version of Rusbul and Farrell’s (1983) Investment Model relevant for job satisfaction and job commitment was used as a predictive measure of one's continued satisfaction and commitment level to his or her academic career (See Appendix J). This measure was further modified for the present study in that questions about one's job were made relevant for one's "academic career" as a student. Some examples of items included are: "All things considered, to what extent are there good things associated with your academic career as a student?" (none to many) and "Knowing what you now know, if you had to decide all over again whether to take the academic career you have chosen, what would you decide?" (definitely would not have an academic life or would have an academic life without hesitation).

Following the methodology of Judge, Cable, Boudreau, and Bretz (1995), participants were asked to estimate the percentage of time they feel "happy, neutral, and unhappy" with their academic career life in order to get a subjective measure of "career satisfaction" (p. 498). In another subjective measure of "career" satisfaction based on research by Dixon et al. (1991) and Powell and Mainiero (1992), participants were asked to rate how balanced they feel their lives to be between time spent on (not specifically career related) interpersonal relationships and time spent on work related to their career. They then responded to whether time spent in one area interferes with or prevents them from spending as much time as they would like in the other area (See Appendix K).
Procedure

Participants signed up for a time to participate in the study in the evening hours of the Spring semester. The study, in its entirety, lasted about 1 hour. Participants were run in groups of eight in the micro experimental laboratory (MEL) computer laboratory. Participants were informed as to the general purpose of the study and the nature of their role as participants (See Appendix L). The procedure involved the participants filling out each of the questionnaires on paper, and computers were used for viewing and recording the emotions displayed by the JACFEE slides. The presentation sequence of the questionnaires was randomized to counterbalance potential order effects. After the study, participants were fully debriefed, informed about the specific hypotheses, and allowed to ask questions.

Results

Pearson product-moment correlations were run between the various predictor measures to determine whether they were assessing unrelated, related, or identical aspects of emotional intelligence. Significant correlations were found between global constructive thinking (M = 61.44, SD = 9.84) and perspective taking (M = 17.41, SD = 4.83), r (57) = .48, p < .001, and between empathic concern (M = 21.21, SD = 5.30) and perspective taking, r (58) = .33, p < .05. This suggests that these constructs were measuring related, but not identical concepts. No correlation was significant between the JACFEE (M = 10.59, SD = 1.24) accuracy score and any other predictor. Surprisingly, there was a fairly large range of scores on the JACFEE accuracy in identification of emotional expression measure. The possible range of correct scores was 0-12; the actual range was 7 -12, meaning that some individuals were almost guessing at chance levels.

The crux of the study was investigated with a series of multiple regressions to determine
which of the variables was most successful in predicting success and satisfaction with relationships, career, and life in general. The variables empathic concern (IRI), perspective taking (IRI), global constructive thinking (CTI), and total accuracy in identification of emotional expression (JACFEE) were entered into each regression equation to predict various outcomes of success and satisfaction. As can be seen by comparing the total variance explained among all the tables, the combination of predictors accounted for the greatest total variance explained in the outcome of Satisfaction with Life ($M = 25.00$, $SD = 6.52$), $R^2 = .41$ (See Table 1). The predictor variable accounting for the most unique variance in the Satisfaction with Life regression equation was global constructive thinking. This variable, holding all others constant, accounted for 36% of the variance in satisfaction with life.

The set of variables had the next strongest predictive effect on academic success as measured by The Achieving Tendency Scale ($M = 58.04$, $SD = 34.54$; See Table 2 for regression results.) The four predictors, together accounted for 30% of the total variance in achieving tendency (The Achieving Tendency Scale), which was a measure of future potential career success. Again, individually, global constructive thinking accounted for the most unique variance in the outcome, at 21%.

A somewhat weaker effect was found in predicting relationship success as measured by the length of the romantic relationship ($M = 16.35$ months, $SD = 15.44$; See in Table 3 for regression results). The overall $F$ value, $F (4, 40) = 2.54$, $p = .054$, just reached statistical significance. This suggests that all of the variables, taken together, do predict relationship success. However, the perspective taking variable accounted for a significant amount of unique variance in the outcome, at 13%. 
As seen in Table 4, the overall F value, $F(4, 40) = 2.34, p = .07$, was marginally significant when predicting academic satisfaction as measured by Rusbult’s Academic Satisfaction score ($M = 5.48, SD = 6.83$); however, the total accuracy in identifying emotional expressions (JACFEE) was, surprisingly, a negative predictor of academic satisfaction, at 12%. This result suggests that accuracy in recognizing emotions in others may negatively predict academic satisfaction. Such a finding was so surprising that a post-hoc analysis was conducted by using a partial correlation technique for academic satisfaction and accuracy in identifying emotions, holding GPA constant. The question arises whether emotionally sensitive people (those who are particularly sensitive to the emotions expressed in others) are just more sensitive (to all experienced emotions) in general, or whether they are not doing as well objectively. Because we had an objective measure of academic success (GPA), we decided to hold it constant and examine whether the result still held. It did, but only marginally, $r (58) = -.26, p = .08$, suggesting that emotionally sensitive people may be more sensitive in general.

Table 5 shows the results of the regression equation in predicting friendship commitment as measured by Rusbult’s Friendship Commitment equation. The four predictors yielded a marginally significant F value, $F(4, 39) = 2.13, p = .096$, together accounting for 18% of the variance in friendship commitment. Total accuracy in identifying emotional expressions accounted for a significant amount (9%) of the variance in friendship commitment.

Finally, none of the variables entered into the regression equation predicted the outcomes of romantic commitment or satisfaction, as measured by Rusbult’s Romantic Satisfaction and Commitment equations, or dyadic satisfaction, as measured by the Dyadic Adjustment Scale’s subscale for satisfaction. None of the variables predicted academic success as measured by GPA.
or academic commitment, as measured by Rusbult’s Academic Commitment equation.

Three independent samples t-tests were conducted to examine Hypothesis 2 that women would score higher than men on the IRI subscales of empathic concern, perspective taking and personal distress. Significant differences were obtained, with females scoring significantly higher on the subscale for empathic concern. Because Levine’s test for equality of variance was violated for empathic concern, the unequal variances t value was used: $t (30.83) = -3.17, p < .01$. Females also scored significantly higher on personal distress, $t(56) = -2.76, p < .01$. No significant differences were found between males and females on the IRI subscale for perspective taking.

For information on means and standard deviations for men and women on these scales see Table 6.

Pearson product-moment correlations were conducted in order to examine Hypotheses 3a and 3b, that there would be a positive correlation between relationship success and satisfaction and scores on the empathic concern and perspective taking subscales, and a negative correlation with the subscale for personal distress. Significant correlations were found between perspective taking and length of romantic relationship, $r (58) = .36, p < .01$; for perspective taking and the number of previous romantic relationships ($M = 2.77, SD = 1.90$), $r (56) = -.39, p < .01$. No significant relationship was found between romantic or friendship satisfaction or romantic commitment and any subscale of the IRI (See Table 7).

It was expected that participants with high scores on the achieving tendency scale would experience the greatest academic career success and satisfaction (Hypothesis 4). A significant positive relationship was found between achieving tendency and academic satisfaction, $r(57) = .32, p < .05$ and also between academic satisfaction and GPA, $r (58) = .29, p < .05$. 
Hypothesis 6 stated that a positive correlation was expected between achieving tendency and GPA. No relationship was found between these two measures $r(57) = .13$, $p > .05$.

See Table 8 for information on the differences obtained for the question of overall balance between the two realms (academic and career), $t(56) = -2.13$, $p < .05$, with women scoring higher (meaning spending more time on personal relationships than career). Moreover, women also scored higher on their feelings of personal relationships preventing attention to their academic career, $t(56) = -2.54$, $p < .05$ (See Table 8).

Hypothesis 8 stated that the more sacrifices being made in one realm (career or relationships) to succeed in the other, the less satisfaction would result overall. No significant relationships were found; however, there was a trend in the expected direction that sacrifices to personal relationships was negatively related to satisfaction with life $r(58) = -.22$, $p < .10$.

Discussion

Again, the term predictor is used only in the statistical sense, for lack of longitudinal data. The Emotional Intelligence division of global constructive thinking (GCT; a subscale of the CTI) appears to be an important characteristic in predicting positive outcomes in life. Several abilities are associated with this variable: open-mindedness tempered by critical thinking, the ability to cope emotionally with stressful situations, and the ability to prepare oneself to achieve one’s goals. GCT was the greatest predictor of overall satisfaction with life. These global constructive thinking skills are also positively related to outcomes of achieving tendency, which has been shown to be associated with “superior performance in situations approximating real-life tests or work, and at school” and “greater occupational and organizational commitment” (Mehrabian, 1994, p.5) Thus, despite the absence of a relationship between achieving tendency and GPA, it
is possible that in the "real world" those participants who have greater constructive thinking skills will have an advantage in the workplace that cannot be predicted by GPA alone.

The ability to take the perspective of another (IRI) was found to be an important predictor of relationship success, as measured by the length of the romantic relationship. Thus, the ability to see situations from another's point of view seems to promote relationship maintenance. Perhaps this ability prevents potentially hurtful behaviors before they occur, thus strengthening the bond of trust between the partners. This idea is consistent with the model and hypotheses proposed by Davis and Oathout (1987) thus adding support to their findings.

The finding that the correct identification of emotional expression in others was a negatively related significant predictor of academic satisfaction was somewhat baffling. Of course, it is possible that this result is evidence of a Type I error; however, there are two possible theoretical explanations for such a finding. First, it could be that those people who are especially sensitive to emotional expression in others are more sensitive, globally, than others. If this is true, perhaps they truly are doing relatively poorly academically and because of their extra sensitivity, take this more to heart than those less sensitive peers, thus decreasing their academic satisfaction. Or perhaps, these students are unsatisfied, regardless of their objective success, because they are so sensitive. The post-hoc analysis of these data yield unclear findings as to which explanation is correct. The results showed a marginally, though not technically significant negative correlation between satisfaction and accuracy at identifying emotions, regardless of GPA. Further research will need to explore whether individuals who are more sensitive are also more realistic about their academic achievements, or whether they are simply more sensitive, regardless of their success levels. The present study simply does not have enough power, due to
small sample size, to answer this question.

The final significant predictor of success, as measured by commitment to friendship, was accuracy of emotional expression. It seems that the more sensitive a person is to the expression of emotion in others, the greater the desire to maintain the relationship. Perhaps the ability of these individuals to pick up on nonverbal expressions of emotion, or subtle changes in emotions results in greater satisfaction with friendship interactions, and thus, the desire to continue the interactions.

In short, aspects of emotional intelligence do predict various aspects of relationship, career, and life success and satisfaction; however, the ability of these predictors varies depending on which outcome is of interest and how it is being measured. The best overall predictor appears to be global constructive thinking, which encompasses a wide range of emotionally intelligent skills such as the ability to plan in order to reach goals, the ability to deal with emotionally stressful events.

Hypothesis 2, (based on research by Davis & Oathout, 1987) that women would score higher on the IRI subscales of empathic concern, personal distress and perspective taking was partially supported. Women did score higher on empathic concern and personal distress, but not on perspective taking. It is not surprising that women scored higher on the more emotional scales of empathy, in part because of past research findings, and in part because women are typically socialized to express concern and distress much more frequently than men.

Perhaps there were no differences in the perspective taking subscale of the IRI because of the relatively unrepresentative sample. It is possible that because William and Mary students are taught critical thinking skills throughout their college courses these skills somehow enhance the
ability to think about situations from multiple perspectives, weighing the importance of information from every possible angle. This would make it likely that both men and women would be equally good at taking the perspective of another. It is possible that with a population less experienced at critical thinking, differences in perspective taking would appear (if women and men are not equally encouraged to see things from another’s point of view). Or perhaps, there is something different about the more cognitive aspect of empathy and perspective taking abilities will be equivalent in any population. Unfortunately, the present study had neither the sample size, nor equivalent numbers of men and women to examine the many potential differences between the sexes.

Significant relationships were found for the length of one’s romantic relationship with perspective taking skills, and the number of previous romantic relationships with perspective taking skills. Thus, the greater the perspective taking ability, the fewer the number of previous romantic relationships, and the longer the current relationship has lasted. Because perspective taking can enhance empathy, by giving a person an idea about how another would feel in a particular situation (empathic concern and perspective taking are positively related), but encompasses slightly different skills than empathy, it is possible that these distinctive skills are particularly important in responding in an appropriate manner during romantic interactions.

One must consider however, that the length of the romantic relationship and the number of previous romantic relationships may have a restricted range due to the age of the sample (19-20 year-olds). Also these measures of relationship success might not be as adequate for a young population who has just recently exited adolescence, a period of exploration and defining oneself, such that numerous romantic relationships may have been appropriate. Future research in which
these measures are used on an older, more stable population would be valuable.

Interestingly, one’s skills at perspective taking, empathic concern, and personal distress were unrelated to relationship satisfaction and commitment to the relationship. These results seem somewhat counterintuitive because of the relationship of perspective taking with relationship length. Perhaps no relationships were found due to the low power of the test caused by a small sample size.

Students who scored higher on the Achieving Tendency Scale were more satisfied with their academic life than students who had lower scores. This is not surprising as those with high scores on Achieving Tendency have been described as individuals who “desire and pursue success, have little fear of failure, attribute success or failure to themselves rather than to others and circumstances, ...are able to delay gratification, have realistic aspirations, and have a future orientation” (Mehrabian, 1994, p.2) Of course the possibility does exist that those who are particularly motivated to achieve would be less satisfied with their academic life because they strive for so much. The results in the present study do not support this idea, however.

One would expect (Hypothesis 5) that achieving tendency characteristics would also be associated with academic success; however, there was no significant relationship between achieving tendency and GPA. Perhaps these individuals will provide another instance of how intellective intelligence does not necessarily relate to emotional intelligence. Perhaps their motivation to succeed in various realms will be more predictive of later successes. Future research could examine the relationship between achieving tendency, IQ, academic success, and future life success.

One must consider, too, the sample in the present study. Freshmen in college tend to
have lower GPA's than those who have more fully adjusted to college life. It would be useful to study juniors and seniors in order to more thoroughly examine the relationship between achieving tendency and GPA. Perhaps older students would show more similarities between their motivation to achieve and their actual objective achievement.

Women spent more time on their personal relationships than men, and felt that they sacrificed more attention to their careers due to personal relationships than men. Perhaps these differences should not be too surprising, again due to socialization. Women are encouraged by society to develop and maintain relationships. Men are encouraged to be competitive and focus on their careers. It appears that these socialization factors are present long before men and women enter the real working world.

While there were no significant relationships found between sacrifices (spending more time on work or career, at the expense of the other) made in one realm or another and overall life satisfaction, there was a trend for there to be less satisfaction with life when individuals sacrificed their personal relationships in favor of their career. This trend was not significant, but it would be interesting for future research to examine this issue more closely, perhaps focusing on the differing effects of sacrifice in one realm or another for men and women.

Despite some problems with the present study such as the small sample size and the unequal participation of men and women, the results do provide evidence that emotional intelligence can predict success and satisfaction in relationships, career, and certainly in overall life satisfaction. In fact, in several instances, measures of emotional intelligence account for a great deal of the variance in these outcome measures. This finding reinforces the proposition that emotional intelligence is an important construct to continue to examine. The study also supports
the proposition that emotional intelligence is related to, but separate from cognitive intelligence. Factors that predict some measures of positive outcomes in relationship and career success do not predict GPA, which would be expected if they were measuring the same construct. Thus, while the two intelligences may be somewhat related, they are separate entities and the predictive power of the two, together, and independently should continue to be assessed.

Future research is needed in which longitudinal studies are conducted, in order to determine whether one’s academic career is truly analogous to one’s later career (i.e., are those who are more successful in school also more successful in later careers?) This research will also be able to further examine the usefulness of measures of emotional intelligence in predicting (in an applied way, rather than only statistically) outcomes of success and satisfaction with one’s relationships and career. These studies are necessary before the full potential of the development and use of emotionally intelligent skills can be understood.

It seems that if one were to choose a variable to foster in children based on the results of the present study, in the hopes of improving their chances for success and satisfaction in life, constructive thinking would be the most beneficial addition to the education curriculum. Teaching children to think critically, but keep an open mind, to deal effectively with stressful situations and to prepare and plan them for goal achievement would make them more likely to achieve, and feel satisfied with life in general.
Emotional Intelligence 35

References


Emotional Intelligence 37

Personality, Social, 13, 351-364.


Rusbult, C. E. (1983). A longitudinal test of the investment model: The development (and


Table 1
Predictors of Satisfaction (Satisfaction with Life Scale): Simultaneous Multiple Regression

<table>
<thead>
<tr>
<th>Source</th>
<th>Inventory</th>
<th>r</th>
<th>sr^2</th>
<th>t</th>
<th>R^2</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empathic Concern</td>
<td>IRI</td>
<td>.07</td>
<td>.002</td>
<td>.39</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perspective Taking</td>
<td>IRI</td>
<td>.21</td>
<td>.02</td>
<td>-1.06</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Global Constructive Thinking</td>
<td>CTI</td>
<td>.62</td>
<td>.36</td>
<td>4.94***</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotion Identification Accuracy</td>
<td>JACFEE</td>
<td>-.05</td>
<td>.01</td>
<td>-.83</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Variables</td>
<td></td>
<td>.41</td>
<td></td>
<td>7.02***</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. IRI = Interpersonal Reactivity Index; CTI = Constructive Thinking Inventory; JACFEE = Japanese and Caucasian Facial Emotional Expression. *** significant at alpha = .001.
Table 2
Predictors of Academic Success (Achieving Tendency Scale): Simultaneous Multiple Regression

<table>
<thead>
<tr>
<th>Source</th>
<th>Inventory</th>
<th>r</th>
<th>sr²</th>
<th>t</th>
<th>R²</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empathic Concern</td>
<td>IRI</td>
<td>-.06</td>
<td>.01</td>
<td>-.69</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perspective Taking</td>
<td>IRI</td>
<td>.24</td>
<td>.000</td>
<td>.08</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Global Constructive Thinking</td>
<td>CTI</td>
<td>.52</td>
<td>.21</td>
<td>3.40*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotion Identification Accuracy</td>
<td>JACFEE</td>
<td>-.08</td>
<td>.02</td>
<td>-1.09</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Variables</td>
<td></td>
<td>.30</td>
<td>4.19**</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. IRI = Interpersonal Reactivity Index; CTI = Constructive Thinking Inventory; JACFEE = Japanese and Caucasian Facial Emotional Expression. * significant at alpha = .05 ** significant at alpha = .01.
<table>
<thead>
<tr>
<th>Source</th>
<th>Inventory</th>
<th>r</th>
<th>sr²</th>
<th>t</th>
<th>R²</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empathic Concern</td>
<td>IRI</td>
<td>-.03</td>
<td>.03</td>
<td>-1.10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perspective Taking</td>
<td>IRI</td>
<td>.39</td>
<td>.13</td>
<td>2.57*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Global Constructive Thinking</td>
<td>CTI</td>
<td>.24</td>
<td>.001</td>
<td>.19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotion Identification Accuracy</td>
<td>JACFEE</td>
<td>-.08</td>
<td>.03</td>
<td>-1.10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Variables</td>
<td></td>
<td></td>
<td>.20</td>
<td>2.54</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. IRI = Interpersonal Reactivity Index; CTI = Constructive Thinking Inventory; JACFEE = Japanese and Caucasian Facial Emotional Expression. * significant at alpha = .05. Overall F marginally significant at p = .054.
Table 4
Predictors of Academic Satisfaction (Rusbult's Academic Satisfaction Equation): Simultaneous Multiple Regression

<table>
<thead>
<tr>
<th>Source</th>
<th>Inventory</th>
<th>r</th>
<th>sr²</th>
<th>t</th>
<th>R²</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empathic Concern</td>
<td>IRI</td>
<td>.06</td>
<td>.002</td>
<td>.271</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perspective Taking</td>
<td>IRI</td>
<td>.13</td>
<td>.000</td>
<td>.164</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Global Constructive Thinking</td>
<td>CTI</td>
<td>.28</td>
<td>.06</td>
<td>1.766</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotion Identification Accuracy</td>
<td>JACFEE</td>
<td>-.30</td>
<td>.12</td>
<td>-2.333*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Variables</td>
<td></td>
<td>.19</td>
<td></td>
<td>2.34</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. IRI = Interpersonal Reactivity Index; CTI = Constructive Thinking Inventory; JACFEE = Japanese and Caucasian Facial Emotional Expression. * significant at alpha = .05. Overall F marginally significant with p = .072. GCT marginally significant with p = .085.
<table>
<thead>
<tr>
<th>Source</th>
<th>Inventory</th>
<th>r</th>
<th>sr²</th>
<th>t</th>
<th>R²</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empathic Concern</td>
<td>IRI</td>
<td>.19</td>
<td>.01</td>
<td>.70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perspective Taking</td>
<td>IRI</td>
<td>.27</td>
<td>.01</td>
<td>.68</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Global Constructive Thinking</td>
<td>CTI</td>
<td>.21</td>
<td>.005</td>
<td>.494</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotion Identification Accuracy</td>
<td>JACFEE</td>
<td>.35</td>
<td>.09</td>
<td>2.06*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Variables</td>
<td></td>
<td>.18</td>
<td></td>
<td></td>
<td>2.13</td>
<td></td>
</tr>
</tbody>
</table>

Note. IRI = Interpersonal Reactivity Index; CTI = Constructive Thinking Inventory; JACFEE = Japanese and Caucasian Facial Emotional Expression. * is significant at alpha = .05. Overall F is marginally significant at p = .096.
### Table 6
**Descriptive Statistics: Gender Differences for Scores on the Empathic Concern, Personal Distress, and Perspective Taking Scales of the Interpersonal Reactivity Index**

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Males M</th>
<th>SD</th>
<th>Females M</th>
<th>SD</th>
<th>Significance of t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empathic Concern</td>
<td>18.24</td>
<td>5.99</td>
<td>22.89</td>
<td>4.06</td>
<td>.003**</td>
</tr>
<tr>
<td>Personal Distress</td>
<td>8.14</td>
<td>4.82</td>
<td>11.59</td>
<td>4.43</td>
<td>.008**</td>
</tr>
<tr>
<td>Perspective Taking</td>
<td>16.76</td>
<td>6.35</td>
<td>17.78</td>
<td>4.22</td>
<td>NS</td>
</tr>
</tbody>
</table>

Note. Males n = 21; Females n = 37. **significant at alpha = .01
Table 7
Intercorrelations Between Empathic Concern, Perspective Taking, and Personal Distress and Relationship Success and Satisfaction

<table>
<thead>
<tr>
<th></th>
<th>Empathic Concern</th>
<th>Perspective Taking</th>
<th>Personal Distress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Romantic Relationship Length</td>
<td>-.02</td>
<td>.36**</td>
<td>-.13</td>
</tr>
<tr>
<td>Romantic Relationship Number</td>
<td>-.08</td>
<td>-.39**</td>
<td>.15</td>
</tr>
<tr>
<td>Rusbult's Romantic Satisfaction</td>
<td>-.06</td>
<td>.13</td>
<td>.15</td>
</tr>
<tr>
<td>Dyadic Satisfaction</td>
<td>.02</td>
<td>.12</td>
<td>.20</td>
</tr>
<tr>
<td>Friendship Length</td>
<td>-.06</td>
<td>.09</td>
<td>.03</td>
</tr>
<tr>
<td>Rusbult's Friendship Satisfaction</td>
<td>.16</td>
<td>.23</td>
<td>.04</td>
</tr>
<tr>
<td>Rusbult's Romantic Commitment</td>
<td>-.04</td>
<td>.17</td>
<td>.23</td>
</tr>
</tbody>
</table>

Note. Range of $n = 56$ to $58$. 
### Table 8
**Gender Differences for Overall Balance between Relationships and Career, Relationships Preventing Attention to Career, and Career Preventing Attention to Relationships**

<table>
<thead>
<tr>
<th></th>
<th>Males</th>
<th>Females</th>
<th>Significance of t</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
</tr>
<tr>
<td>Overall Balance</td>
<td>3.09</td>
<td>1.30</td>
<td>3.78</td>
</tr>
<tr>
<td>Sacrifice to Career</td>
<td>1.90</td>
<td>.888</td>
<td>2.51</td>
</tr>
<tr>
<td>Sacrifice to Relationships</td>
<td>2.33</td>
<td>.856</td>
<td>2.46</td>
</tr>
</tbody>
</table>

Note. Males n = 21; Females n = 37.
Appendix A

First of all, this is not a test but a questionnaire. A typical question is, “When bad things happen to me, I worry about them for a long time.” If you are a real worrier, fill in 5, the “all true” answer. If you almost never worry, and when you do it doesn’t last very long, fill in 2, “pretty much false.” Use 3, the “not sure” answer, only if you can’t decide on the other choices.

There is no right or wrong answer to any of the questions (except for a few silly questions such as “Most birds can run faster than they can fly”). If any question confuses you, just answer it as well as you can. (The silly questions are to check that you are paying attention. Please answer them correctly.)

Read each statement carefully. On the answer sheet, fill in a number from 1 to 5 that is the most accurate response for each item. Please respond to every statement. Do not skip any. Fill in only one response for each statement.

The scale is as follows:

1  2 3 4 5
All false Pretty much false Not sure Pretty much true All true

--------1. When I have a difficult task to do, I try to think about things that will help me do my best.
--------2. I feel that people are either my friends or my enemies.
--------3. I don’t get upset about little things.
--------4. I believe there are some people who can project their thoughts into other people’s minds.
--------5. If I do well on an important test, I feel like a total success and that I’ll go far in life.
--------6. When I’m not sure how things will turn out, I usually expect the worst.
--------7. If people treat you badly, you should treat them the same way.
--------8. If I don’t do well, I take it very hard.
--------9. Most birds can run faster than they can fly.
--------10. Some people can read other people’s thoughts.
--------11. I think everyone should love their parents.
--------12. When I have a lot of work to do, I feel like giving up.
--------13. There are only two answers to any question, a right one and a wrong one.
--------14. When anyone disapproves of me, I get very upset.
--------15. If I wish hard enough for something, my wish will come true.
--------16. If I do something good, then good things will happen to me.
--------17. I get so upset if I try hard and don’t do well that I usually don’t try to do my best.
--------18. Two plus two equals four.
--------19. I worry a lot about what other people think of me.
--------20. I believe the moon or the stars can affect people’s thinking.
--------21. When something good happens to me, I feel that more good things are likely to follow.
The scale is as follows:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All false</td>
<td>Pretty much false</td>
<td>Not sure</td>
<td>Pretty much true</td>
<td>All true</td>
</tr>
</tbody>
</table>

22. There are basically two kinds of people in this world, good and bad.
23. I don’t worry about things I can’t do anything about.
24. I have washed my hands at least one time this year.
25. I don’t believe in ghosts.
26. I usually look at the good side of things.
27. I’ve learned not to hope too hard, because what I hope for usually doesn’t happen.
28. I trust most people.
29. I like to succeed, but I don’t get too upset if I fail.
30. I believe in flying saucers.
31. When I discover that someone I like a lot likes me, it makes me feel like a wonderful person and that I can accomplish whatever I want to.
32. When bad things happen to me, I don’t worry about them for very long.
33. I believe there are people who can see into the future.
34. I think anyone who really wants a good job can find one.
35. I have never seen anyone with blue eyes.
36. I think there are many wrong ways but only one right way to do almost anything.
37. I try to do my best in almost everything I do.
38. I believe most people are only interested in themselves.
39. I don’t have any good-luck charms.
40. When I have a lot of work to do by a deadline, I waste a lot of time worrying about it.
41. I think more about happy things from my past than about unhappy things.
42. I believe in good and bad magic.
43. The only person I completely trust is myself.
44. If I did not make a team, I would feel terrible and think that I would never be on any team.
45. I try to accept people as they are.
46. Water is usually wet.
47. It is foolish to trust anyone completely because if you do you will get hurt.
48. I do not believe in any superstitions.
49. People should try to look happy, no matter how they feel.
50. I spend a lot of time thinking about my mistakes even if there’s nothing I can do about them.
51. Almost all people are good at heart.
If I have something unpleasant to do, I try to think about it in a way that makes me feel better.
The following statements inquire about your thoughts and feelings in a variety of situations. For each item, indicate how well it describes you by choosing the appropriate letter on the scale at the top of the page: A, B, C, D, or E. When you have decided on your answer, fill in the letter on the answer sheet next to the item number. READ EACH ITEM CAREFULLY BEFORE RESPONDING. Answer as honestly as you can. Thank you.

Answer Scale:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not describe me very well</td>
<td>Describe me well</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. I daydream and fantasize, with some regularity, about things that might happen to me.
2. I often have tender, concerned feelings for people less fortunate than me.
3. I sometimes find it difficult to see things from the "other guy’s" point of view.
4. Sometimes I don’t feel very sorry for other people when they are having problems.
5. I really get involved with the feelings of the characters in a novel.
6. In emergency situations, I feel apprehensive and ill-at-ease.
7. I am usually objective when I watch a movie or play, and I don’t often get completely caught up in it.
8. I try to look at everybody’s side of a disagreement before I make a decision.
9. When I see someone being taken advantage of, I feel kind of protective towards them.
10. I sometimes feel helpless when I am in the middle of a very emotional situation.
11. I sometimes try to understand my friends better by imagining how things look from their perspective.
12. Becoming extremely involved in a good book or movie is somewhat rare for me.
13. When I see someone get hurt, I tend to remain calm.
14. Other people’s misfortunes do not usually disturb me a great deal.
15. If I’m sure I’m right about something, I don’t waste much time listening to other people’s arguments.
16. After seeing a play or movie, I have felt as though I were one of the characters.
17. Being in a tense emotional situation scares me.
18. When I see someone being treated unfairly, I sometimes don’t feel very much pity for them.
19. I am usually pretty effective in dealing with emergencies.
20. I am often quite touched by things that I see happen.
21. I believe that there are two sides to every question and try to look at them both.
22. I would describe myself as a pretty soft-hearted person.
23. When I watch a good movie, I can very easily put myself in the place of the leading character.
24. I tend to lose control during emergencies.
25. When I’m upset at someone, I usually try to “put myself in his shoes” for a while.
26. When I am reading an interesting story or novel, I imagine how I would feel if the events in the story were happening to me.
27. When I see someone who badly needs help in an emergency, I go to pieces.
28. Before criticizing somebody, I try to imagine how I would feel if I were in their place.
Please read the following questions carefully and answer each as honestly as possible regarding your romantic partner.

How long have you been dating your current partner? -------

How many monogamous, romantic relationships have you been in, in the past five years? -------

How satisfied are you with your current romantic relationship?

1  2  3  4  5  6  7
not at all extremely satisfied

Six months down the line, where do you think your relationship will be?

1  2  3  4  5
broken up together but the same better than now much better worse than now than now

How does your dating life compare with your expectations of a few years ago?

1  2  3  4  5
I thought I would about the same I have been surprisingly do much better. successful.
Appendix D

Please read the following questions carefully and answer each as honestly as possible regarding your romantic partner.

How rewarding is this relationship?

1 2 3 4 5 6 7 8 9
Not at all Extremely

In terms of rewards, how does the relationship compare to your ideal?

1 2 3 4 5 6 7 8 9
Close to ideal Far from ideal

How costly is this relationship?

1 2 3 4 5 6 7 8 9
Not at all Extremely

In terms of costs, how does the relationship compare to your ideal?

1 2 3 4 5 6 7 8 9
Close to ideal Far from ideal

In general, how appealing are your alternatives (dating another person or other persons, or being without a romantic involvement)?

1 2 3 4 5 6 7 8 9
Not at all appealing Extremely appealing

All things considered, how do your alternatives compare to your current relationship?

1 2 3 4 5 6 7 8 9
This is much better Alternatives are much better
Please answer the following questions regarding your **romantic partner**.

All things considered, are there objects/persons/activities associated with the relationship that you would lose (or value less) if the relationship were to end?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Many</td>
</tr>
</tbody>
</table>

In general, what is the size of your investment in the relationship?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have invested a great deal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I have invested nothing</td>
</tr>
</tbody>
</table>

How much do you like your partner?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very much</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Not at all</td>
</tr>
</tbody>
</table>

To what extent are you attracted to your partner?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Extremely</td>
</tr>
</tbody>
</table>

To what degree are you satisfied with your relationship?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Not at all</td>
</tr>
</tbody>
</table>

How likely is it that you will end your relationship in the near future?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all likely</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Extremely likely</td>
</tr>
</tbody>
</table>
Please answer the following questions regarding your romantic partner.

For what length would you like your relationship to last?

1 2 3 4 5 6 7 8 9
Week or so Lifetime

How attractive an alternative would you require before adopting it and ending your relationship?

1 2 3 4 5 6 7 8 9
Extremely attractive alternative Moderately attractive alternative

To what extent are you “attached” to your partner?

1 2 3 4 5 6 7 8 9
Not at all Extremely

To what extent are you committed to your relationship?

1 2 3 4 5 6 7 8 9
Extremely Not at all
Please answer the following questions regarding your romantic partner.

<table>
<thead>
<tr>
<th>Question</th>
<th>All the time</th>
<th>Most of the time</th>
<th>More often than not</th>
<th>Occasionally</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often do you discuss or have you considered a separation, or terminating your relationship?</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>How often do you or your mate leave [the location of the fight] after a fight?</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>In general, how often do you think that things between you and your partner are going well?</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Do you confide in your partner?</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Do you ever regret that you made a commitment to one another?</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>How often do you and your partner quarrel?</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>How often do you and your partner “get on each other’s nerves?”</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Do you kiss your partner?</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

The dots on the following line represent different degrees of happiness in your relationship. The middle point, “happy,” represents the degree of happiness of most relationships. Please circle the dot which best describes the degree of happiness, all things considered, of your relationship.

Extremely Fairly A Little Happy Very Extremely Perfect
Unhappy Unhappy Unhappy Happy Happy

Which of the following statements best describes how you feel about the future of your relationship?

--------I want desperately for my relationship to succeed, and would do to almost any length to see that it does.
--------I want very much for my relationship to succeed, and will do all I can to see that it does.
--------I want very much for my relationship to succeed, and will do my fair share to see that it does.
--------It would be nice if my relationship succeeded, but I can’t do much more than I am doing now to help it succeed.
--------It would be nice if it succeeded, but I refuse to do any more than I am doing now to keep the relationship going.
--------My relationship can never succeed, and there is no more that I can do to keep the relationship going.
Appendix F

Please answer the following questions regarding your **BEST FRIEND**.

How long have you been friends with your current best friend?  

How many “best friends” have you had in the past five years?  

Do you often have more than one person you would consider a “best friend” at a time?  

How satisfied are you with your best “best friend?”

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>extremely satisfied</td>
</tr>
</tbody>
</table>

Six months down the line, where do you think your relationship with your best friend will be?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>no longer friends</td>
<td>not as good friends</td>
<td>the same</td>
<td>better friends than now</td>
<td>much better friends than now</td>
</tr>
</tbody>
</table>

How rewarding is this relationship?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Extremely</td>
</tr>
</tbody>
</table>

In terms of rewards, how does the relationship compare to your ideal?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close to ideal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Far from ideal</td>
</tr>
</tbody>
</table>

How costly is this relationship?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Extremely</td>
</tr>
</tbody>
</table>

In terms of costs, how does the relationship compare to your ideal?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close to ideal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Far from ideal</td>
</tr>
</tbody>
</table>

In general, how appealing are your alternatives (being best friends with another person, or persons, or being without a best friend)?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all appealing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Extremely appealing</td>
</tr>
</tbody>
</table>
Please answer the following questions regarding your best friend.

All things considered, how do your alternatives compare to your current relationship?

1 2 3 4 5 6 7 8 9
This is much better Alternatives are much better

All things considered, are there objects/persons/activities associated with the relationship that you would lose (or value less) if the relationship were to end?

1 2 3 4 5 6 7 8 9
None Many

In general, what is the size of your investment in the relationship?

1 2 3 4 5 6 7 8 9
I have invested a great deal I have invested nothing

How much do you like your best friend?

1 2 3 4 5 6 7 8 9
Very much Not at all

To what degree are you satisfied with your relationship?

1 2 3 4 5 6 7 8 9
Extremely Not at all

How likely is it that you will end your relationship in the near future?

1 2 3 4 5 6 7 8 9
Not at all likely Extremely likely

For what length would you like your relationship to last?

1 2 3 4 5 6 7 8 9
Week or so Lifetime

How attractive an alternative would you require before adopting it and ending your relationship?

1 2 3 4 5 6 7 8 9
Extremely attractive alternative Moderately attractive alternative
Please answer the following questions regarding your best friend.

To what extent are you “attached” to your partner?

1  2  3  4  5  6  7  8  9
Not at all  Extremely

To what extent are you committed to your relationship?

1  2  3  4  5  6  7  8  9
Extremely  Not at all
Appendix G

Below are five statements with which you may agree or disagree. Using the 1-7 scale below, indicate your agreement with each item by placing the appropriate number on the line preceding that item. Please be open and honest in your responding. The 7-point scale is 1=strongly disagree, 2=disagree, 3=slightly disagree, 4=neither agree nor disagree, 5=slightly agree, 6=agree, 7=strongly agree.

--------- In most ways my life is close to my ideal.
--------- The conditions of my life are excellent.
--------- I am satisfied with my life.
--------- So far I have gotten the important things I want in my life.
--------- If I could live my life over, I would change almost nothing.
Appendix H

Please answer the following questions regarding your academic career.

What is your estimated overall GPA? ---------

How do your achievements in academics compare with your expectations of a few years ago?

1  2  3  4  5
I thought I would do much better I have been surprisingly
about the same as I expected successful
Appendix I

Please use the following scale to indicate the degree of your agreement or disagreement with each of the statements below. Record your numerical answer to each statement in the space provided preceding the statement. Try to describe yourself accurately and generally (that is, the way you are actually in most situations -- not the way you would hope to be.)

+4 = very strong agreement
+3 = strong agreement
+2 = moderate agreement
+1 = slight agreement
0 = neither agreement nor disagreement
-1 = slight disagreement
-2 = moderate disagreement
-3 = strong disagreement
-4 = very strong disagreement

---1. I have difficulty working in a new and unfamiliar situation.
---2. I am optimistic about my work career.
---3. I don’t usually tackle problems that others have found to be difficult.
---4. The idea of struggling my way to the top does not appeal to me.
---5. I would prefer a job that is important, difficult, and involves a 50% chance of failure to a job that is somewhat but not difficult.
---6. I am usually tempted to take on more responsibilities than a job originally entails.
---7. The thought of having to take on a new job would bother me.
---8. I find it especially satisfying to complete an important job that required a lot of effort.
---9. I don’t work well under pressure.
---10. I believe that if I try hard enough, I will be able to reach my goals in life.
---11. I take pride in my work.
---12. Learning new skills doesn’t excite me very much.
---13. I only work as hard as I have to.
---14. I tend to set very difficult goals for myself.
---15. I like tasks that require little effort once I’ve learned them.
---16. I am ambitious.
---17. I prefer small daily projects to long-term ones.
---18. I really enjoy a job that involves overcoming obstacles.
---19. I appreciate opportunities to discover my own strengths and weaknesses.
---20. I find little satisfaction in working hard.
---21. I prefer a job that requires original thinking.
---22. I like a job that doesn’t require my making risky decisions.
---23. I only work because I have to.
---24. I often succeed in reaching important goals I’ve set for myself.
---25. I feel relief rather than satisfaction when I have finally completed a difficult task.
27. Constant work toward goals is not my idea of a rewarding life.
28. I more often attempt difficult tasks that I am not sure I can do than easier tasks I believe I can do.
29. I am not satisfied unless I excel in my work.
30. I don’t like to have the responsibility of handling a difficult situation.
31. I prefer my work to be filled with challenging tasks.
32. I am hesitant about making important decisions at work.
33. When I do a job, I set high standards for myself regardless of what others do.
34. I try to anticipate and avoid situations where there is a moderate chance of failure.
35. I would rather do something at which I feel confident and relaxed than something that is challenging and difficult.
36. Others cannot make me succeed or fail.
Appendix J

Please answer the following questions regarding your academic career.

All things considered, to what extent are there good things associated with your academic career as a student?

1  2  3  ,  4  5  6  7  8  9

none  a great many

In general, to what extent do you find your academic career as a student rewarding?

1  2  3  4  5  6  7  8  9

not at all rewarding  extremely rewarding

Does this academic life have more or fewer positive aspects than most people have in their academic lives?

1  2  3  4  5  6  7  8  9

academic life is worse than most  academic life is better than most

All things considered, to what extent are there unpleasant things associated with your academic life as a student?

1  2  3  4  5  6  7  8  9

none  great many

In general, to what extent are there costs or hardships associated with your academic career as a student?

1  2  3  4  5  6  7  8  9

not at all costly  extremely costly

Does this academic life have more or fewer negative aspects than most people have in their academic lives?

1  2  3  4  5  6  7  8  9

fewer negative aspects  more negative aspects

All things considered, how good are your alternatives to your academic career as a student?

1  2  3  4  5  6  7  8  9

terrible  excellent

In general, how do your alternatives compare to your current academic career as a student?

1  2  3  4  5  6  7  8  9

alternatives are much worse  alternatives are much better
Please answer the following questions regarding your academic career.

How do your alternatives compare to your ideal way of occupying your time?

1 2 3 4 5 6 7 8 9
alternative are much worse alternatives are much better

In general, how much have you invested in your academic career as a student?

1 2 3 4 5 6 7 8 9
nothing a great deal

All things considered, to what extent are there activities/events/persons/objects associated with your academic career as a student that you would lose if you were to leave?

1 2 3 4 5 6 7 8 9
none a great many

How does your investment in your academic life as a student compare to what most people have invested in their academic lives?

1 2 3 4 5 6 7 8 9
I’ve invested less than most people I’ve invested more than most people

All things considered, how satisfied are you with your academic career as a student?

1 2 3 4 5 6 7 8 9
not at all satisfied extremely satisfied

In general, how much do you like your academic career as a student?

1 2 3 4 5 6 7 8 9
don’t like it at all like it very much

Knowing what you now know, if you had to decide all over again whether to take the academic career you have chosen, what would you decide?

1 2 3 4 5 6 7 8 9
definitely would not have an academic life would have an academic life without hesitation

If a good friend of yours told you that he/she was interested in an academic career like yours at the same school, what would you tell him/her?

1 2 3 4 5 6 7 8 9
advise against it strongly recommend it

How does your academic career as a student compare to your ideal academic career as a student?

1 2 3 4 5 6 7 8 9
not at all like the academic career I wanted very much like the academic career I wanted
Please answer the following questions regarding your **academic career**.

How long would you like to maintain the academic life as a student you now have?

1 2 3 4 5 6 7 8 9
short period of time long period of time

How likely is it that you will quit the academic life as a student in the near future?

1 2 3 4 5 6 7 8 9
extremely likely not at all likely

How committed are you to staying in your academic career as a student?

1 2 3 4 5 6 7 8 9
not at all committed extremely committed

How attached are you to your academic life as a student?

1 2 3 4 5 6 7 8 9
not at all attached extremely attached

On the average, how many hours per month do you think about trying to find a different career? (--------hours per month, on the average)
Appendix K

Please answer the following questions regarding your **academic career**.

Please estimate, out of 100% of your time at William and Mary, what percentage is spent feeling:

Happy -------%  
Neutral -------%  
Unhappy -------%

How well balanced do you feel your life to be in terms of career and interpersonal relationships?

1  2  3  4  5  
I spend much more time on my career than in my personal relationships.  
I spend a little more time on my career than on my personal relationships.  
The two are almost perfectly balanced.  
I spend a little more time on my personal relationships than on my career.  
I spend much more time on my personal relationships than on my career.

To what extent do you feel that your personal relationships are preventing you from spending as much time as you would like on your work in your career?

1  2  3  4  
not at all very little somewhat a great deal

To what extent do you feel that your work in your career is preventing you from spending as much time as you would like in your personal relationships?

1  2  3  4  
not at all very little somewhat a great deal
Hi. My name is Andrea Adams and I am doing research on career and life satisfaction for my master’s thesis. In this study, you will be asked to fill out several brief questionnaires and to view and interpret some slides/pictures. The study will take about one hour. Would you be willing to participate? I will explain the study more fully afterward and you can obtain the final results if you wish. First, please read and sign the consent form. Also, please sign your name under the yes/no answer to the question as to whether we have your permission to obtain information about your SAT scores from the university registrar. Note that all of your responses will be kept confidential and you can terminate your participation at any time. Please note also that your data will be coded by an I.D. number and your name will not be directly connected to your responses. If you want the results of the study you can write your campus address on the bottom of the consent form. Now we will view the slides. Please examine each slide carefully and record the emotion you believe is expressed in each. [This is done] Now, I will pass out the questionnaire packages. Please read each question carefully and answer as honestly as you can. After you have finished, please remain seated quietly until the other participants have completed their questionnaires as well so that I can debrief you all as a group. [Everyone completes questionnaire packets.] In this study, I am looking at the relationship between emotional intelligence, which is generally, interpersonal skills dealing with the ability to think about emotions, recognize them in others, and act accordingly, and one’s success in and satisfaction with romantic relationships and one’s academic career. Research has shown that one’s academic intelligence is not all that predictive of certain aspects of life success, and it has been suggested that there are other forms of intelligence which may impact one’s ability to succeed in certain areas, above and beyond his or her academic intelligence. This is an exploratory study attempting to examine which aspects of emotional intelligence (emotion recognition, perspective taking, empathy, personal distress, and constructive thinking) are most predictive of success and satisfaction in romantic relationships and in one’s career. Are there any questions? Thank you very much for your participation and please do not discuss this study with others who might take part in it in the near future.
Andrea Adams Colburn